

PYP planner

Planning the inquiry

Class/grade: **First**  Age group: **6-7**

School:  **Westwood Elementary** School code: **7444**

Title:  **Money Makes the World Go ‘Round**

Teacher(s):  **Blaty, Nuhfer, Waldren**

Date: **April/May**

Proposed duration: number of hours: **120 hrs.** over number of weeks: **6**

**1. What is our purpose?**

**To inquire into the following:**

* **transdisciplinary theme**

**How We Organize Ourselves**

* **central idea**

**Economics impacts a community.**

**Summative assessment task(s):**

What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Summative assessments are evidence of attainment or indicators of success. A summative assessment is an opportunity for students to creatively demonstrate their conceptual understanding of the central idea. Students choose the format of their summative assessment which is neither dictated nor limited by the teacher.

* Posters
* Graphic Organizers
* Make a book
* Creative Drama
* Self-selected (student choice)

**Actions/Evidence**

* Students will use economic terms
* Students will demonstrate an awareness of the impact of tourism locally and globally.
* Students will compare communities with and without money.

**2. What do we want to learn?**

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

**Form, causation, connection**

What lines of inquiry will define the scope of the inquiry into the central idea?

* **Economic terms and patterns**
* **The impact of tourism on communities**
* **How money flows through communities**

What teacher questions/provocations will drive these inquiries?

1. **How does tourism impact our community? (Connection)**
2. **What impact does money have on our community? (Causation)**
3. **What is the language of economics? (Form)**

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**4. How best might we learn?**

**What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**

**Frontloading**:

* Goods/services/resources that are produced in communities, economic terms, map/globe skills, books, currencies and their values.

**Learning Engagements**:

* First grade store project
* Explore where different objects in our classroom/home were produced. Locate them on a globe and discuss the findings.
* Assembly line
* Create a classroom business to buy and sell goods.
* Create a resource map for Arkansas products.

**What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**

* Students will develop communication, interpersonal, self management, and thinking skills when working on an assembly line and while helping to create the 1st grade store.

**3. How might we know what we have learned?**

*This column should be used in conjunction with “How best might we learn?”*

**What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**

Preassessment:

* KWL
* Draw and explain how economics impacts their community
* Economics pre-test on economic term (distric)
* Class discussion and teacher observation

**What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**

* Students are able to identify economic terms and patterns in relation to our community.
* Student is able to create a chart (ex. Flow) or other representation of how money flows through communities
* Student is able to discuss how tourism impacts our community and then create a group cause/effect book on their findings.

**5. What resources need to be gathered?**

**What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?**

Springdale Chamber of Commerce video, SEE LIST FOR LITERATURE. Planner tubs with materials are in classrooms and in the library, materials for grade level store.

**How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**

Displays of money, brochures and magazines related to regional tourist attractions, set up bank and/or store in classroom, state symbol booklets provided by the Arkansas State Department, guest speaker, district wide stick horse rodeo.

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Reflecting on the inquiry

**6. To what extent did we achieve our purpose?**

**Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**

We felt like students came with a lot of knowledge about some basic economic terms. Because of this previous knowledge from kindergarten, next year we will pull some of those terms into our frontloading along with the stick horse rodeo required from the district. This will help students to be able to deepen their understanding with the additional concepts in the central idea. One successful way that students were able to gain an understanding of our state symbols, one of our Arkansas Frameworks that needs to be taught, was connecting them with our specials. In music, students learned to square dance (our states dance) and learned a song about the fiddle (our states instrument). Because of our constant emphasis on internationalism, students were very curious about money from around the world. Next year, we feel like we need to give the students more time to show their understandings so that they will have the opportunity to produce higher quality work.

**How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.**

By allowing the students to see communities that do not have money, the students would be able to compare and contrast the impact of economics on a community. This would also allow the students to view communities outside of our country. We also want to try to make a better connection between the terminology of economics and the stick horse rodeo.

**What was the evidence that connections were made between the central idea and the transdisciplinary theme?**

The students understood that they need money in order to live in their community. They made the connection that economic activity impacts a community. They also made connections between economic vocabulary and applied it to creating a community and to their personal community.

**7. To what extent did we include the elements of the PYP?**

What were the learning experiences that enabled students to:

In each case, explain your selection.

**develop an understanding of the concepts identified in “What do we want to learn?”**

* Sorting goods and services to show understanding of economic terms.
* Sorting needs and wants to show understanding of economic terms.
* Available resources in a community impacts tourism and the amount of money brought to the community.

**demonstrate the learning and application of particular transdisciplinary skills?**

* **Interpersonal skills**- The students worked together on an assembly line production.
* **Self Management** – The students had to manage their money for the 1st grade store.

**develop particular attributes of the learner profile and/or attitudes?**

* **Quality producer** – The students had to demonstrate that they could create a quality product for the store.
* **Caring** – Sharing limited resources

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Reflecting on the inquiry

**9. Teacher notes**

* We need to take more pictures
* We need big money magnets
* More visuals
* Continue to add more lower level books about economics

**8. What student-initiated inquiries arose from the learning?**

**Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**

* How is money made?
* How does Wal-Mart get the money?
* Who is the richest person in the world?
* What does money from other places look like?
* How do people get money?
* What puts the details on the dollars?

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

**What student-initiated actions arose from the learning?**

**Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.**

* Students have brought in different types of money
* Students are using the correct terminology
* One student in Mrs.Waldren’s class said that she was cleaning the room so she was providing a service.

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